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ABSTRACT

A successful student volunteer program for providing community services, initiated by the Quaker-run Westtown School, is described. After arranging for the recruitment and the orientation of student volunteers, cooperating agencies, and faculty sponsors, evaluation processes, daily schedules, and public relations policies were devised. Students, agencies, and faculty members all had positive remarks about the various experiences working with older adults, low income families, the mentally retarded, health agencies, emotionally deprived children, delinquent youth, the hispanic population, and women's centers. (SAS)

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COMMUNITY SERVICE: A CASE STUDY

by Anthony L. Cassen, Coordinator

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Westtown School is a Quaker coeducational day and boarding school, K-12, under the care of the Philadelphia Yearly Meeting of the Religious Society of Friends, founded in 1799 and located in Chester County, Pennsylvania.

I. Introduction

At the end of the first year of operation, the Westtown Service Network could legitimately claim to have become an accepted institution at Westtown School. In theory, this could be expected, since Westtown's Quaker heritage incorporates the concept of service into its philosophy of education. Administration, faculty, and students have always adhered to this tradition not only in their testimonies at Meeting for Worship but also in many facets of the active life of the school.

For service to be translated into practice, however, on a significant scale, a degree of organization is required that demands time, thought, personnel, and a budget to underwrite what all this involves.

When the Geraldine R. Dodge Foundation granted the school in June, 1978, \$30,000 for two years to conduct a community service program, the event might have been described as that happy one when preparation met opportunity. Suddenly, the means were provided to translate years of struggling effort into one of the most educationally and socially meaningful programs that a Quaker school has experienced.

After the initial excitement created by the grant had subsided, the coordinator of the Network had to take certain realities of school life into consideration, including the number one enemy of all institutions: time. Education is such a broad and infinite experience that any one facet of it, however important, must compete with a multitude of others: academics, athletics, activities, leisure. And each of these areas, with their many subdivisions, has many proponents competing with each other for priorities. Both faculty and students, in spite of their philosophical leanings, will compete for their sector of interest.

Translated into the mechanics of school living, these problems had to be confronted:

1. Arrangement of the daily schedule to provide time for service.
2. Exploration of a broad range of social agencies and organizations that needed help, could provide work compatible with the developmental stages of high school students, and constituted a sufficient variety to accommodate a broad range of student interest.
3. Orientation of the faculty to the opportunities provided by experiential education and to the methods of applying it in the classroom.
4. Recruitment of student volunteers in grades 7 - 12.
5. Orientation of student volunteers at the agencies.

6. Evaluation process for agencies and students to provide reliable data on the program for all parties concerned.
7. Arrangement of transportation.
8. Recruitment of volunteer drivers.
9. Public relations to provide outreach of the program into the broad community, and, in accordance with the mandate of the grant, with particular emphasis on other schools.

The summer of 1978 was devoted to solving these problems so that the program could be launched when the students returned in September. It should be noted that during this time the school presented the coordinator with a generous grant to attend a conference conducted by the National Network of Complementary Schools in Portland, Oregon, where off-campus program coordinators from all over the country assembled to discuss the nature of their work. Unquestionably, this seminal experience provided much of the impetus for future planning.

II. Implementation

A. Time

Discussion of the program's implementation will include both the achievements and failures encountered in dealing with the problems above.

The arrangements for time in the school schedule and for a basic mode of transportation were administrative decisions that the headmaster could make speedily and effectively. The period for volunteer service was designated between the end of class day and dinner, a three-hour block that, following careful negotiation by the headmaster with the athletic directors to avoid conflict with varsity sports, was given absolute priority over other activities. Free time in the evenings and weekends was also made available for scheduling. Problems inevitably resulted from this decision, but these will be treated under the topic of recruitment.

B. Transportation

For transportation, it was decided to purchase a 15-passenger van that would be kept exclusively for the purposes of the Network. The actual scope of the program, however, was to require the use of other school vehicles and private cars, property of volunteer drivers.

C. Agencies

With these decisions taken, the coordinator was free to explore the potential of agencies in the area. It was not hard to find a variety that needed help and that could accommodate our students, although our timing during the day could have been better. They began to fall into the general categories of Old Age, Mental Health, Mental Retardation, Health, Children, Hispanic Peoples, and Women.

1. Old Age

Old age provided five very different types of programs conducted by Kendal and Crosslands Health Services, Friends Boarding Home, Friends Hall, and Friendly Visitors Program. Each of these programs was to yield a different experience due to the type of organization and service required and the socio-economic groups of the elderly.

Kendal and Crosslands

Both Kendal and Crosslands are retirement communities of a unique nature. The residents, for the most part, are wealthy professionals still active in their fields in consultative capacities. There is a strong Quaker element present, particularly in their self-government by committee. The Health Services, part of the administration, provide care for those who are ill but not in need of hospitalization. Students were asked to provide companionship and services for the patients on a one-to-one basis, usually in the form of letter-writing, sewing, gardening, maintaining address books, reading, and conversation. The student reaction to begin with was interesting: why are we needed here? These people have everything. Why are we not helping the poor? Likewise, the residents could not understand why we were visiting in Health Services; they felt the patients did not need our help. Fortunately, the Kendal and Crosslands administrators felt differently: these people under our care are lonely, they don't receive visitors very often, they said, even from the other residents.

Students were quick to note that the problems of old age do not necessarily relate to economics! - particularly the problem of loneliness. As one student put it, "I learned how much these people we were visiting liked visiting with us, and how much they looked forward to seeing us. That really made me feel good and needed." Another wrote: "I feel he needed companionship and conversation as he was recovering from his injury. When I first met him he was very disoriented. He has progressed to the point where he could be anybody's alert grandfather." Another learned that "you must not treat older people like children, which the director of activities did. There was much resentment toward this attitude." One girl felt "I was doing her a favor by reading her newspaper to her while I was learning about the life before they had modern cars and other machines we have today." As far as the students were concerned, they learned to relate to old people, to understand the workings of a retirement community, to maintain a relationship, and perhaps most important of all, they felt needed and found friends.

The experience with Kendal-Crosslands residents who were not suffering from health problems was much more complex but very revealing. It required several meetings at Kendal to communicate our purpose, and Crosslands residents have only just drawn up plans to participate next year. The residents, as active, highly educated people, were suspicious of our title, Service Network. They are very independent people, many of whom have held high corporate positions, and are used to directing people. Their transition to retirement, regardless of their continuation in

consultative capacities in industry and professions, was obviously difficult. Certainly they did not need help in the usual sense. Despite their defensiveness, however, their resident committees drew up plans whereby they would actively share their storehouse of experience with the students in the form of lectures and teaching at Westtown or of shared programs at Kendal and Crosslands. Kendal took the lead by identifying their resources. Elizabeth Gray Vining, the Quaker novelist, for example, made two visits to Westtown to discuss creative writing and journal writing. Artist residents also participated in an art show for the elderly and attended many cultural events at the school. The purpose of intergenerational learning was being attained, but this time the elderly were helping us, a position more acceptable to the residents, and obviously gratifying to their own needs for continued activity in retirement. One resident's reaction was typical: "I'll do one-time round stuff, but I don't want to be pinned down to a schedule like I have been all my life."

Friends Boarding Home

To off-set the experience of a high-income retirement community, we included Friends Boarding Home in West Chester, where residents are of moderate to low income. Students noted particularly the loneliness of the residents there: "Although the home has some activities planned for their residents, most of them are bored and enjoy our visits to look forward to." One student commented, however, that these "old people don't think they are worth visiting, so we make them feel worthwhile -- they are shy, as a result, to begin with. It's hard for them to believe we are not bored." In fact, it was noted that "talking to them about their experiences was fascinating," and again the students felt needed. Later on in the year, the students were invited to a buffet supper at the Home, which resulted in their meeting the whole community, easing relationships considerably.

Friends Hall (Art-on-Wheels)

A unique program conducted at Friends Hall, a Quaker nursing home in West Chester, is Art-on-Wheels, which, until Network volunteers got involved, was a one-person operation under the supervision of local artist Margaret Clews. She had been making pastel portraits of residents, framing them, and presenting them to the subjects on the theory that "looking, seeing, and making pictures are very basic forms of communication." The results produced feelings of self-importance among the recipients because they shared center stage for long periods of time and could display the products to visitors. Six quite skilled Westtown art students joined in the program under Ms. Clews' instruction. One of them observed: "The old people we were drawing took a great interest in our art and obviously enjoyed the sessions as much as we did. It was a positive good for them, and it broke up the monotony they must feel. The whole experience taught me not only the obvious, how to draw better, but also the satisfaction one can get from helping other people through art."

Friendly Visitors Program

Students were drawn out of the institutional pattern for care of the aged as they experienced the Friendly Visitors Program conducted by Family Services of Chester County. Here they visited the lower income elderly one-on-one in their own homes to provide companionship and perform duties for them, including reading, cleaning, and running errands to the stores. The more personal nature of this assignment made it more complex -- the old people were sensitive about their homes and who came into them. Sometimes the personalities or the sexes were mismatched by the agency, and students had to be reassured they were not at fault. It was perhaps in this program that individual relationships became strongest, however, even to the point of two students continuing their visitations over their vacation periods. Gifts, food, and flowers were exchanged often. Student evaluations were invariably enthusiastic. Loneliness of the old people in their own homes was a constant theme. One student wrote: "I think he really needed a Friendly Visitor to listen to his problems and empathize with him and make him less lonely. However, it was definitely a two-way relationship and I also learned a lot, not only about him and the type of life he led, but about myself and how I can communicate and have a relationship with someone else who in many ways is very different from me If everyone could have a relationship like that, old people would be better off because young people would understand their needs better." This particular experience helped the boy to cope with his own type of loneliness at school. Another student had the experience of seeing her lady give up her home and enter a nursing home (Friends Hall), with the resulting upheaval that ensues. This girl was the only one who could write letters for her to her family in North Carolina.

2. Mental Health

There were only two agencies in the Network concerned exclusively with the emotionally disturbed: Haverford State Hospital and the West Chester Support Clinic. This was largely due to the difficulties with volunteer placement at the high school age and with our time schedule.

Haverford State Hospital

With little orientation and inadequate supervision, five students were plunged into the Friday evening recreation and socialization program at the hospital. It was a scary experience relating to patients over bowling, pool, and ping-pong, and to begin with the students tended to cling together or look for support from the faculty member present, in this case myself. I noted the tendency of some students to over-identify with the patients' problems, and in one case a girl had difficulty coping with mildly overt sexual advances. They entered the program for one trimester and began to learn about the nature of insanity and some of the inhuman inadequacies of institutions forced to rely so heavily on medication as a means of control. One student found the experience so powerful that it became the subject

of a college essay. All felt they were needed there, if only to present new and normal faces from the outside world. Due to problems mentioned, the program was discontinued after one trimester.

Community Support Clinic

This is an out-patient clinic where medication and recreational activities are provided for persons released from mental hospitals. Two students participated all year under the supervision of a young Westtown alumna in charge of activities. This was an area where the volunteers were very limited in terms of patient contact and spent most of their time planning recreation for the few patients who might be interested. Agency anxiety about the maturity level of the students, the desire to protect them, and inter-office conflicts prevented the program from being truly beneficial to either parties.

2. Mental Retardation

A very broad range of experience with mental retardation was provided, that included both institutional and group home approaches to the problem. It is a choice of approach that presently is being widely debated in Pennsylvania in the context of the closing of Pennhurst, which has become a focus of national attention.

The agencies represented in the program were: Elwyn Institute, The Devereux Foundation, and Community Homes, Inc. Also included was service in "patterning" for a local parent's son. He was enrolled in the nique program of the Institute for Human Potential in Philadelphia.

Work in this field produced the strongest emotional demands on the students and yielded, by its nature, the least visible rewards.

Elwyn Institute

Elwyn is the oldest private institution for the retarded in the United States with magnificent facilities. Westtown students had worked there to a less intensive degree before the Network was initiated and continued to do so last year in one-to-one play therapy that required a two-trimester commitment. They developed a real feeling of responsibility for their children, learned about the problems confronting the retarded, and developed some expertise in finger-spelling. They detected a hard professionalism in the staff, however, which led to their complaining to the director of volunteers. As with some other agencies for the retarded, it was noted that the staff and the volunteer office did not always communicate too well, and that staff, in some cases, showed resentment, or at best indifference, in their attitude toward volunteers.

The Devereux Foundation

The Glen Loch West campus near West Chester cares for the emotionally disturbed and retarded from age five to adulthood. Students chose to work with a variety of child and adolescent age groups but avoided working with adults. The director of recreation was extremely competent and took great care that adequate orientation and supervision was available to the volunteers. The twelve who worked there found the recreation programs valuable to forming relationships which became close and cherished by both parties. The only complaint from the agency was insufficient time. One student commented: "I learned a great deal about the problems of institutions designed for the mentally ill and handicapped. . . My experiences gave me perspective on my life here at school. I found that no one is too retarded to understand love." The student pinpointed, however, the problem where an institution attempts to provide therapy for people with diverse problems and backgrounds - "It often lumps them together, making counselors' duties next to impossible and decreasing the patient's individuality. This is a prime complaint of social workers in and out of Devereux." Another wrote: "I always looked forward to going and seeing my friend. It has taught me so much . . . that I could never learn from a textbook. I always felt great when a young boy felt that he could rest on my lap or hug me, or just run to me with a smile from across the room. Nothing could compare with this beautiful experience."

Community Homes, Inc.

This agency ran several group homes in widely scattered areas of Chester County for children and adults, many of whom had been de-institutionalized from Embreeville and Pennhurst. Our volunteers worked at two group homes for profoundly retarded children - Brian's House (privately funded) and Exton group home (State funded).

- a. Brian's House - This was certainly the toughest assignment in the Network since students were working with a group of 12 profoundly retarded between the ages of 5 - 18. They learned some elements of physical therapy and sign language. They would have preferred more guidance in their work, but they realized that they did help a very over-worked staff in a newly established agency with many growing problems.
- b. Exton Group Home - There were only two profoundly retarded here, ages 6 and 11, living in a small private home. Perhaps the most encouraging note here was that, since de-institutionalization, the children had made slow but recognizable progress. Again, however, the distance between professional staff and volunteers was noted by the students at both of these agencies. Failure of their help to be overtly recognized really hurt.

4. Health

Two agencies participated in the Network's program: The Red Cross and the Alfred I. DuPont Institute.

The Red Cross

The Brandywine Chapter of Southeastern Pennsylvania provided two programs: clerical aid, and Bloodmobile. The first experience did not work well and had to be terminated at the end of the second trimester. The revealing fact was that volunteers preferred person-to-person contact to office work. This held true for other agencies too. It was not enough to point out to the student that office help was needed: their motivation had to be considered if volunteer service was to be successful.

The Bloodmobile, on the other hand, provided very concrete experiences where the student assisted the nurses with first aid procedures in taking blood. The program also involved travel to different parts of the county.

A problem in relationships did develop even here, however. Staff tended to regard volunteers as "very young who couldn't be trusted to do anything without direct supervision."

Alfred I. DuPont Institute

The Institute is a "diagnostic, treatment, educational and research facility dedicated to the care and treatment of children from infancy through adolescence with special emphasis on orthopedic, plastic surgery, neuromuscular disorders, rehabilitation and other developmental problems." Volunteers worked in two programs: the first was on the wards in one-to-one companionship therapy and meals assistance; the second was in the Child Life Program, a pioneering effort in psychiatric medicine (conducted by Dr. Peter Schindler, Westtown consulting psychiatrist) to speak to the emotional needs of children hospitalized for lengthy periods after major surgery.

The student reaction to the experience was unanimously favorable. One student wrote: "I think we broke up some of the girls' long, isolated hours of boredom, pain, and homesickness. . . . One of my original objectives was to meet and feel comfortable with physically handicapped people. I certainly reached this goal". A member of the staff later informed us that one of the volunteers definitely turned the emotional tide for a young Jamaican patient. This student commented: "Exchanging addresses is not uncommon, patients usually get to know your schedule and anticipate your arrival - and it is easy to establish a good rapport with them... The feeling which touched me most was the little girl's grip on my hand, asking me to stay a while longer. That was nice."

Experience in these programs led to seniors choosing to work at DuPont for their senior projects and to career choices in physical therapy.

5. Children

Grouped under this heading were three very different types of agencies or organizations, dealing with emotionally deprived children (Children's Cottage), delinquents (Sleighton School), and religious education for primary school students (First Day School).

Children's Cottage

This agency provides residential facilities for children up to the age of 18 who come from deprived backgrounds. The Young unit where our volunteers worked, is really a holding operation for children awaiting placement in foster homes by Children's Services of Delaware County. The children, from age 6 - 15, invariably come from families where drug and alcohol addiction and poverty created emotional problems, sometimes even mental retardation. All suffered from neglect and abuse.

The volunteers were engaged in three programs to help these children, two of them involving tutoring, the third, recreation. Partly due to the plight and partly due to the appeal of these children, this was probably the most successful relationship established with a Network agency. These children became part of our school family.

- a. Tutoring at Lima, Pa. - A small group of students went to Children's Cottage to help the children in their own environment for one-on-one tutoring in basic subject areas. The assignment was difficult because attention span was short. One volunteer, herself an adopted child, commented: "I felt I had to help these children and try to give them things that a normal family life would have. Baking, tender-loving-care were among the things I tried to make up for. . . . It gave me the opportunity to realize and appreciate my home life and how lucky I really am."
- b. Tutoring at Westtown School - Every Thursday evening the same children would visit here for more tutoring, and because they were in a new environment, one which the agency pointed out surpassed their wildest dreams, the experience was quite different. They learned, visited the library and bird museum, and met a number of other students as well as their tutors. Academics improved, according to the agency, but the volunteer evaluations seemed to place higher priority on the aspect of human relations. Volunteers learned about the problems of teaching, planning, and the need for patience, but above all they developed big-brother, big-sister relationships. Perhaps the most revealing comment from one student came when she wrote: "It brought me to the reality of how much parents influence their children's lives."

- c. Recreation at Westtown School - Every Saturday morning the same children arrived here for recreation: activities that included hiking, canoeing, playing games, dancing, and clay modeling. They had the full run of Westtown's extensive facilities and campus. It was perhaps here that the real family feeling was generated, and the agency commented later that "it was the best thing that had ever happened to Children's Cottage." The volunteers planned the activities and ended the year with a special picnic for the group. It might be added here that for boarding students to give up their Saturday mornings constituted a powerful gesture.

Sleighton School

This is a Delaware County co-ed institution for hard-core juvenile delinquents, reputed now to be the toughest in the Philadelphia region. Volunteers were asked to provide athletic competition there for the primary purpose of establishing role models in sportsmanship. Games included basketball, volleyball, softball, and touch football.

The results were almost entirely favorable. The volunteers were impressed with the friendliness and courtesy of the children and their desire to continue the relationship throughout the year. Unquestionably, they welcomed seeing new faces and the competition, although they continued to query why our students had consigned themselves to a boarding school. "What are you in for?" they would ask.

As the relationship developed, Sleighton children began to visit here to play our Varsity basketball team, and a healthy rivalry developed in this sport in which they particularly prided themselves. Invariably, they were beaten due to "street ball tactics" against an organized team, but they took this in their stride. The volunteers were invited to several social occasions at Sleighton, including a disco Hallowe'en dance, where the hospitality was impressive. All games played at Sleighton were followed by refreshments, and socialization.

The most ringing comment came from the student who wrote: "I'm no longer scared of criminals, because I used to stereotype them."

First Day School

The equivalent of a Sunday School is conducted by Westtown Monthly Meeting for children in the primary grades. Volunteers were asked to be teachers' aides and also to provide a baby-sitting service for families attending Meeting. All students claimed by this experience to have learned about teaching and relationships with children. One student, the daughter of novelist Jan deHartog, wrote: "I was helping the four and five year olds to recognize feelings. We did a whole series of lessons on Anger, Sadness, and other emotions. These first opinions and feelings, especially about God, are very important in regard to their later knowledge of God and of concepts of other religions."

6. Hispanic Peoples

One of the most challenging social problems confronting Chester County is providing adequate assistance to its Hispanic population, conservatively estimated at 28,000. Predominantly Puerto Rican, but also including Colombian and illegal Mexican residents, most of these people are migrant workers in the mushroom industry who, due largely to their language and cultural differences, are in need of a variety of social services. This was to be a prime field for our work, and many hours were devoted to setting up programs for our volunteers in both Spanish-speaking and English-speaking agencies. The original list included five, but only two survived. Apart from the social need present, it was hoped that Spanish language students at Westtown would derive particular benefit from these programs.

Farmworkers Corp., Inc.

This bi-state agency is designed to assist migrant workers in Southern Chester County, particularly on the mushroom farms. The student working there spoke Spanish constantly as she learned about the agency and the people they helped, but when the administrator was suddenly transferred, things fell into a state of disorganization. If more students had volunteered for this program, it is possible that more challenging work than office routine could have been provided like voter registration and housing surveys. The experience here lasted only one trimester.

Concilio Hispano

One student was recruited to work as an interpreter at this agency where a referral service was provided for Hispanic people seeking agency assistance. Again, the administrator was transferred, no clear direction was given to the volunteer and he chose to leave because he felt he was not needed.

Migrant Ministry

This organization collects clothes and household items and distributes them to needy people, mostly migrant workers. Several students worked in the sorting process, which they did not find challenging, but recognizing the real need present, they persisted. Their schedule did not permit them to meet as many people as they would have liked, but they did have the opportunity to converse in Spanish.

Helping Hand

This was a similar agency administered by the Retired Senior Volunteers Program in Southern Chester County. The function of the volunteer was more diverse here since it included filing and accounting as well as the sorting of clothes and household items. Again, there was a real need for help and some contact with Spanish-speaking customers, so the students remained in the program.

Visiting Nurse's Association

Volunteers were asked to assist at this agency with the administering of hearing and eye tests for 5-year-olds in Spanish-speaking families. The program began well. One student commented: "I felt I was helping others because the volunteer nurse could not speak Spanish, which would make it nearly impossible to give the kids tests. Also, we cut the work load off the other nurses quite a bit." Benefits to the volunteers were summarized in one case as follows: "I learned how to give aptitude tests and learning tests, gained a lot of patience, learned that some children are not nearly as able as others in their pre-school years, and found out how to deal with each one." Despite the real need & learning that took place, however, volunteers became discouraged when families for whom they had made appointments frequently failed to show up. As this became more and more the case, the program was terminated in the middle of the second trimester!

Women

There was only one agency in the area, the Women's Resource Center in West Chester, working in the field of abused women. There was an over-abundance of girls wanting to work there, but unfortunately, only two students could be accommodated. Women's rights are a popular concern at Westtown.

Women's Resource Center

The two volunteers accepted remained at the agency all year. The highlight of their experience was a 6-week training seminar that proved more valuable than the work they were doing. Their function at the agency was severely limited to observation, publicity, and occasional answering of telephones. The real work of dealing with crisis calls, therapeutic sessions, and referral was left to the professionals, who questioned the maturity level of the students to perform in these areas. Unquestionably, they were right, but this left the students with some feelings of dissatisfaction. One of them summed up the benefits this way: "I gained a knowledge of office procedures so that when I am qualified I will know how to handle situations; a greater sensitivity and awareness for abused women; a greater pride and inspiration to support and promote women and to work against sex discrimination."

D. Recruitment of Student Volunteers

A variety of methods were adopted to attract volunteers. At the start of each trimester assemblies were held featuring speakers from some of the agencies and students who recounted their volunteer experiences. Printed program description and application forms were also distributed in mailboxes. But after the first trimester, when some continuity had been established, many students volunteered again, and influenced others to do so. Because of student interests in other areas, particularly athletics, the volunteers were not

easily gained although their numbers (an average of 75 per trimester) would suggest so. The policy was established with athletes that a student who wished to participate on a varsity team would have to make a choice between that and Network because he or she could not be spared from practice. Given the pressure of coaches and the status of a varsity player, the contest was somewhat unequal. This hit particularly hard in the Spring term when the girls, who constituted some two thirds of the volunteers, had an extensive varsity program. The second area that interfered with recruitment among the older students was the pressure of academic work.

Despite the road-blocks, student response was encouraging. The heaviest enrollment came from the juniors and seniors. Although the girls heavily outnumbered the boys, the proportion of boys increased as the year continued. The total number of students who participated (129) was approximately one third of the Upper School. And they managed to fill 258 agency positions, which meant in fact that the majority of students participated in two or more programs. Two students held the record of working in nine programs each (three per trimester), the equivalent of 279 volunteer hours per student.

On the balance, the climate of the school for recruitment was favorable, bearing in mind that this was a new program competing for time in a busy schedule.

E. Orientation of Faculty

Complete details of the program were made available to the faculty at the beginning of the year. This included summaries of the three basic approaches to experiential education: psychological, moral, and methods of learning. Course correlations were also suggested to match the agencies selected.

The most direct use of the Network experience was made in English, History, and Spanish classes. Real opportunities in specialized areas were not available, however, because the school does not offer electives in such fields as psychology and child development. The curriculum is fairly conservative, and as in many schools now, the back-to-basics movement is in direct conflict with experimentation in and diversification of course offerings. Among many faculty members, class time is looked upon as primarily for covering traditional text-book material; they are not always open to other approaches to learning. Few teachers made use of the resource list developed by Kendal, for instance.

The integration of the Network with the classroom will be a slow process, but the signals are encouraging. The curriculum committee and the administration show sympathy with the goal, and generally the faculty support the idea that one way or another service will become a graduation requirement.

F. Recruitment of Volunteer Drivers

Perhaps nowhere was faculty support more forthcoming than in the area of transportation. The fourteen volunteer drivers during the year included 13 teachers and one parent. They drove a route one day a week for one trimester, and some volunteered for a second trimester. The parent drove all year. Five of the drivers also participated in the agency programs, which made their work more meaningful; in fact, two who worked at Kendal and one at DuPont became so involved with their people that they continued these relationships on a regular visitation basis after their term of driving had ended.

The successful operation of the program depended on these key people, who were also very helpful in counseling volunteers and evaluating their feelings about their work.

G. Evaluation Process for Students and Agencies

The closest we would come to an objective measurement of the impact of the program was to initiate an evaluative process involving both agencies and students, using standardized forms. Most of the agencies were cooperative and completed their evaluations at the end of each trimester. Ratings of student performance were invariably high -- only one student was asked not to return. Sometimes the evaluations were accompanied by covering letters expressing general impressions, most of which were very favorable. The Health & Welfare Council of Chester County conducted its own survey of Network agencies and also received favorable responses, although some regretted that the volunteers were unable to work for a longer period of time.

Not all students responded to the request for their evaluations -- a few regarded this as an invasion of privacy, but most responded. When asked to compare the Network with other Westtown experiences on a scale of 1 to 10, the students gave an average rating of 7.6 for the year. Their evaluations make very interesting reading and are the source of all comments quoted in part II C.

H. Public Relations

Reports in the press and in school publications were particularly useful in educating the broader community in the work of the Network. The effects were several: agencies began to call us for help, other schools expressed interest in operating a similar program and requested details, and the image of the school locally began to change as more and more people from the outside became involved in its affairs. Reports have also been received from the Admissions Office that prospective parents and students have been attracted by the program. Generally, it would seem that a private school, viewed often by the public as exclusive in nature (no matter how strong its scholarship program), can only benefit from its involvement in a community service program.

III. The Future

The basic structure of the program has remained the same for the school year 1979-80, but there are new opportunities for service provided. Friends Hospital, the oldest private psychiatric institution in America, agreed to take volunteers to work there on weekends, Friday through Sunday, on a trial basis for the Fall trimester. Meals and accommodations are provided. Manchester House, a large nursing home in Media, includes volunteers in an art therapy program. Finally, Tyler Arboretum involves students in their after-school nature study program for elementary school children, in grounds maintenance, and in their book store and library. All three additions to the program add new dimensions to the Network experience.

Recruitment is proving an easier task now that the program is familiar to a majority of the students, as are other facets of organization. Meanwhile, the administration has encouraged the coordinator to seek funding for its program for a third year from private foundations. Proposals are being submitted this Fall to several foundations, and the Philadelphia Yearly Meeting of the Society of Friends has already granted over one third of the 1980-81 budget. After the third year of operation, the school will decide whether to continue to seek outside funding or to absorb the cost of the program into the annual budget. Either way, everything would seem to indicate that the Westtown Service Network has a long and useful life ahead of it.